

Scott Foresman Reading Street, Strategic Intervention Decodable Readers Package (6 copies of 1 volume with 30 stories)

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Edition - 1st

Grade Level P2 - 1st Grade

Readability Level

Course / Content Reading

List Price: 52.5

Wholesale Price 42

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content Scott Foresman Reading Street is a scientifically research-based reading, language arts program. Reading Street provides systematic and explicit instruction on the 5 core elements critical to reading success: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Reading Street is complete with a fully integrated language arts strand, including writing, grammar, and spelling. This program is designed to meet the needs of all students. Extensive instructional support is provided for below, on level, and advanced students. There is a comprehensive array of components integrated into the instruction to support both the teacher and the student.

Throughout the development of Reading Street particular attention was given to alignment with the Kentucky Core Content For Assessment and The Kentucky Program of Studies for Reading.

Student Experiences Motivation and engagement begins with the Student Edition. The Student Edition features a wide variety of genres. There is a thoughtful combination of fiction and nonfiction text. Students are introduced to informational text and are taught how to read it. In Reading Street, students are able to learn about science and social studies while learning to read. Poetry is featured at every grade along with instruction for learning to read it.

Grade level skills and strategies are introduced in the student edition. Reading Online is a skill strand that begins in the First Grade student book. These are New Literacies that prepare students for the informational age such as, internet inquiry, search engines, word processing, email and more. Vocabulary and comprehension skills and strategies are introduced through a scaffolded instructional model. Reader response opportunities in the student edition provide a comprehension check complete with a look back and write feature.

Practice materials are varied and purposeful. A full complement of leveled readers, decodable readers, and trade books provide opportunities for authentic practice and application of skill instruction.

Assessment Reading Street provides assessment materials based on the most current research. Instruction is supported through a comprehensive and carefully planned approach to assessment. The Assessment Handbook supports both the experienced and novice teacher. The Reading Street

approach to assessment is based on a 4-Step Assessment Plan

Step 1 Diagnose and Differentiate

The Baseline Group Test is grade level specific and provides initial placement information for grouping for instruction.

Step 2 Monitor Progress

Monitoring progress opportunities are strategically and systematically placed throughout the daily and weekly instructional plan in the teacher's edition:

- " Guiding comprehension questions and skill and strategy instruction during reading
- " Monitoring Progress boxes to check word reading, fluency, comprehension and vocabulary
- " Weekly Assessments on days 1-5 at primary levels; days, 3, 4, and 5 at intermediate levels
- " Practice Book pages at point of use
- " Weekly Selection Tests or Fresh Reads for Differentiated Test Practice

Step 3 Assess and Regroup

Results of weekly assessments track student's progress on a week to week basis. Unit Benchmark Tests check mastery of unit skills. The weekly assessment information and, unit Benchmark Test performance help to inform and validate grouping decisions.

Step 4 Summative Assessment

Benchmark Assessment- Use to measure a student's mastery of each unit's skills
End-of Year Benchmark Assessment- Use to measure a student's mastery of program skills covered in all six units.

Organization

Program

- " Reading Street is a Kindergarten through Sixth Grade Reading/Language Arts Program.
- " Kindergarten is organized by 6 units, 6 weeks in each unit
- " First Grade is organized by 5 units, 6 weeks in each unit
- " Second through Sixth Grades is organized by 6 units, 5 weeks in each unit

Student Editions

- " Kindergarten Program
- " First Grade- 5 books, 1 for each unit
- " Second grade- 2 books; 3 units in each book
- " Third Grade- 2 books; 3 units in each book
- " Fourth-Sixth Grades-1 book at each grade

Teacher's Editions

(includes title and grade levels)

- " Each teacher's edition is organized by unit.
- " K: 6 Teacher's Editions
- " Grade 1: 5 Teacher's Editions
- " Grades 2-6: 6 Teacher's Editions at each grade

Resource Materials

- " Practice Book Teacher's Edition; 1 - 6
- " Spelling Practice Book Teacher's Edition; 1 - 6

- " Grammar Practice Book Teacher's Edition; 1 - 6
- " Assessment Handbook; K - 2, 3 - 6
- " Baseline Group Test Teacher's Edition; 1 - 6
- " Unit and EOY Benchmark Teacher

Gratis Items to be provided and under what conditions See KY - 2C for Complete item

- Available Ancillary Materials
- " Teacher's Editions; K - 6
 - " Take-Home Kindergarten Readers; K
 - " Listen to Me Readers; K
 - " Take-Home Listen to Me Readers; K
 - " Big Books; K - 2
 - " Read Aloud Trade Books; K
 - " Talk With Me, Sing With Me Chart; K
 - " Sing With Me Big Book; 1 & 2
 - " Alphabet Ca

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available YES - provide information below
Research Data Evidence of Effectiveness

SF Reading 2007 Program of Research

The What Works Clearinghouse (WWC) was established in 2002 by the U.S. Department of Education's Institute of Education Sciences (IES) to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. Scientifically based research consists of studies that are designed with sufficient rigor so as to permit conclusions to be made about the causal effects of educational interventions. Pearson Scott Foresman is committed to supporting the Scott Foresman 2007 Reading program with a body of scientifically based research that meets the rigorous standards of the WWC.

The SF Reading 2007 program was designed by a well-respected group of authors and researchers in the field of reading. Drs. Sharon Vaughn and Ed Kame'enui, leading a team of fourteen authors, developed the program based on methods proven to be effective through a meta-analysis of existing literature, evidence from their various research studies funded by government organizations, and best practices identified in the Scott Foresman 2004 Reading program to develop a product based on solid research. This practice follows recommendations of the NCLB legislation.

Formative research was conducted on the pre-publication product. Classroom field studies across the United States investigated the effectiveness of the initial design. School administrators, reading specialists, and classroom teachers were used to rigorously and systematically evaluate the program while under development. Their input was used to revise the product to make it as attractive and easy to use as possible for all practitioners.

An independent, randomized controlled trial pilot efficacy study of the SF Reading 2004 product (grades 1, 2, and 3) is underway. Dr. Denis Newman of Empirical Education, Inc is conducting the pilot study to inform the development of the study design for the larger efficacy study to begin in Fall 2005. The pilot study examines the efficacy of the 2004 product, implementation methods, observation methods, and instrument development. This study meets the criteria of the WWC for creating a research base to support product efficacy and will be submitted in support of the product upon completion in August 2005.

An independent, randomized controlled trial efficacy study of the SF Reading 2007 product is scheduled to begin in the Fall 2005. Dr. Stephanie Baird-Wilkerson of Magnolia Consulting is the principle investigator of this study. Dr. Wilkerson is in the process of recruiting six schools across the United States to evaluate the effectiveness of the SF Reading 2007 product at grades 1, 2, and 3. The study will randomly assign the treatment at the teacher level within each school and employ statistical methods as well as site observations to control for any outside effects on the student achievement scores. The TerraNova Reading exam will be used for the pre and post-group assessment. In addition, the DIBELS Oral Fluency test will be administered at the beginning, middle, and end of year. The study meets the criteria of the WWC and will be submitted in support of the product when completed in August 2006. As per the WWC recommendations, Dr. Wilkerson will continue her study of the product efficacy through August 2007.

Scott Foresman has also elected to commission an alignment study to provide a value-added element to their Reading product. Scott Foresman has hired Dr. John Smithson of the University of Wisconsin Center for Educational Research, Guido Gatti of Gatti Evaluations, and an expert team of reading specialists to align the reading benchmark items to select state standards. The state assessments are based on state standards, the alignment study aligns the benchmark items to the same state standards. In NCLB times, monitoring the progress of student learning throughout the year on state standards is essential in helping to meet adequate yearly progress.

Pearson Scott Foresman has taken a leadership position in providing research to support their products. We feel this commitment will continue to support our customers as they strive to meet the rigorous NCLB requirements. We encourage you to contact us with any questions regarding the research supporting our products.

Contact:
Marcy Baughman
Director of Academic Research
Phone: 412-780-6790
Email: Marcy.Baughman@Pearsoned.com

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: The Early Intervention Kit is Research Based. It comes with two videos one: "Research: A Message from the Authors", and one titled: "Classroom Demonstration Lesson." The video: "Classroom Demonstration" shows a Reading Specialist (Amy Riepma) teaching three students at the school where she is employed; it is a Title I school. After reading the teacher's Early Reading Intervention book (Part 1), (I collected ALL of the materials for Lessons (1 & 2). I then pretended that I had students in the classroom, and went through the lessons. I watched Ms. Riepma model a lesson from one of the other Teacher Intervention books. This was helpful, and having role played before hand allowed me to form associations fairly quickly. It is evident that this program in conjunction with a dedicated/organized educator would bring about success for students. The entire Scott Foresman Reading/Language Arts Program has been evaluate as a whole.

Summary Form

- I. Technology Component Summary
- II. Reading Content Summary
Phonemic Awareness helps students learn the letter-sound correspondences needed to read and spell words. “Researchers have found that this awareness is one of the best predictors of later success in reading.
- III. Writing Content Summary
The Early Intervention Program includes handwriting cards with both D’Nealian and Ball and Stick models. Students practice writing individual letters, words, and the activities tie into the Phonics Instruction lessons.
- IV. Grammar and Spelling Content Summary
The versatiles/letter tiles give students the opportunity to manipulate them, while learning a specific sound/sounds, word/words.
- V. Listening /Speaking / Observing Content Summary
All three of these components weigh heavily in determining the success of the students which in turn determines the success of the program. Throughout the program the teacher models sounds of letters to create words, and the students are to observe her/him.
- VI. Inquiry Content Summary
- VII. Technology Content Summary
- VIII. Audience: Teacher Materials Content Summary
The TE’s are very clear on directions, and much of this instruction is scripted. All materials for this program are included.
- IX. Audience: Student Materials Content Summary
The appropriate student materials are provided.
- X. Format Content Summary
- XI. Ancillary Materials Content Summary
The picture cards provided are beautiful, and are realistic.

READING CONTENT

WRITING CONTENT

GRAMMAR AND SPELLING

LISTENING / SPEAKING / OBSERVING

INQUIRY

TECHNOLOGY CONTENT

AUDIENCE: TEACHER MATERIALS

AUDIENCE: STUDENT MATERIALS

FORMAT

ANCILLARY MATERIALS